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Reflections on Women 2011

By DR. POLA ROSEN

The Last Lions, a poignant National Geographic documentary of a lioness nurturing her three cubs after her spouse dies, evokes echoes of the women’s movement in Liberia. I recently met Leymah Gbowee, a mother from Liberia, who organized 1,000 women to sit for many months in front of the fish market to demonstrate against Charles Taylor, the President of Liberia, in protest of his atrocities against women and children. After many months of nonviolent and organized efforts including sit-ins, Taylor was deposed. Gbowee knew that she could not do it alone.

The lone lioness in The Last Lions cannot kill water buffalos alone, the only source of food for her cubs and herself. She finally joins a pride of other lionesses and together they are able to hunt and care for themselves. The cubs grow and thrive; soon they will be independent and hunt in their own groups.

In unity there is strength whether in the animal kingdom or among humans. Gbowee knew this and is now the recipient of the John F. Kennedy Profile in Courage Award as well as the Blue Ribbon for Peace from the John F. Kennedy School of Government at Harvard University.

Abby Disney, insightful filmmaker, has made a compelling documentary about Gbowee and in the spirit of women helping women, is housing Gbowee’s daughter, a student at the Marymount School in Manhattan, in her own home in New York City.

I was fortunate to attend a women’s college in New York City, Barnard College, where friendships that were forged many years ago are still burning brightly today. The tradition of women helping women continues in the stream of young women who come to intern at the Women’s City Club.

Our cover honors the largest number of women to ever lead the City University of New York, a historic place for immigrants to achieve their dreams of a better life.

May the ancient Greek goddesses Ceres, earth mother; Venus, beauty; and Minerva, wisdom, continue to inspire us to improve the lives of those around us through education, peace initiatives and health endeavors.

Thanks to the last lioness and to Leymah, as well as all the women in this issue, for their courage, guidance and wisdom.

Education is Key to Understanding the Past, Shaping The Future

By RUTH E. ACKER, J.D.

How can women shape history? Sometimes it takes just one indomitable force; sometimes we need to band together to create change. The founders of the Women’s City Club understood this when, in 1915, in anticipation of getting the vote, they decided to educate themselves about important issues confronting the city and then go out and do something about the problems they saw. Ever since that time, we’ve been true to our mission of shaping public policy through education, issue analysis, advocacy and civic participation to make a meaningful improvement in people’s daily lives in this great city. Since we tackle really tough issues, sometimes progress is slow. But we stick with it and do have an impact.

I don’t think we do things in order to change history. We do what we do because we’re not happy with the present and want the future to be better. It’s only after the fact, if we succeed, that the change is documented and it becomes part of history.

Let me give two examples. About two years ago, I got disgusted seeing wastebaskets overflowing with plastic and foam take-out food containers. I knew they were used for — what — an hour? Then they dirtied the city and wound up in landfills where they stayed (and stayed and stayed) . I thought, “Why can’t take-out food containers be recyclable or biodegradable?” So I suggested our policy recommendation that shelters would provide some privacy and dignity.

Some of the changes we cause as women can be created by men as well. But sometimes it takes a woman’s sensibility to identify a need and fill it. This is when it can truly be said that women shape history.

Since 2007, Ruth Acker has served as president of the WCC, a nonprofit educational and advocacy membership organization that shapes policy to improve lives. She is President of Acker Ventures, Inc., a firm that helps start-up companies write their business plans, develops companies, writes their business plans and creates strategies for obtaining early-stage capital.
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Queens College and a number of courses were of January. Before I went to church and went out to New Year’s Eve or watch the ball drop in Times Square, but I was getting ready to embark on a new journey. Before I went to church and went out to eat, I was packing and said, “see you later,” or a piu tardi, in Italian, to family and friends since I was studying abroad in Italy during the month of January.

The study abroad program was organized through Queens College and a number of courses were offered for sophomores, juniors, and seniors. The classes were cooking, studying wine, fashion mar-

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3rd in the nation in Advanced Placement test scores (2009)

4th in the nation in improving high school graduation rates (up 10 percent between 2000-2007)

4th in the nation for students enrolled in college or with a post-secondary degree

*The “1st in the nation” statement has been revised back to an accurate 2007 Census statistic that contains a category called “total educational achievement” that relates to the entire diversity of New York state with high school diplomas. It brings together present-day adults with their parents and even their grandparents, and does not measure performance by students in school today.

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continued on page 9

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continued on page 10

International Education: Education Update’s Interns Travel Abroad

Studia, Mangia e Godere a Firenze, Italia

By DOMINIQUE CARSON

Most people will gather around family and friends on New Year’s Eve or watch the ball drop in Times Square, but I was getting ready to embark on a new journey. Before I went to church and went out to eat, I was packing and said, “see you later,” or a piu tardi, in Italian, to family and friends since I was studying abroad in Italy during the month of January.

The study abroad program was organized through Queens College and a number of courses were offered for sophomores, juniors, and seniors. The classes were cooking, studying wine, fashion mar-

Dominican Republic

By GRACE MCCARTY

As I read through my volunteer paperwork while lying in bed on a quiet January evening, I could not imagine why foam earplugs were on the packing list. I was soon to travel to the Dominican Republic to volunteer with Orphanage Outreach, an organization that coordinates teaching projects for groups and individuals who want to serve the students of the world’s developing communities. While still in my own room, I stared in consterna-

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The City University of New York celebrates Women’s History Month

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Las Vegas Superintendent Dwight D. Jones

By MARISA SUESCU

Las Vegas—Dwight D. Jones, newly minted Superintendent of the Clark County School District, has a saying, a sort of inspirational dictum, he repeats time and again to those around him: “Hope is not a strategy.”

In December, Jones officially stepped into the role of leading the country’s fifth-largest school district, which includes Las Vegas. He has needed an abundance of hope to take on such a daunting job, which includes the dual mandates to vastly improve education quality (raising a graduation rate that is among the country’s lowest) and drastically reduce expenses (cutting 14 percent of an already skeletal budget).

Jones anticipates his sense of hope—the aspiration to provide a quality education—with sober, rational pursuit of applied strategies to achieve those aspirations. His manner during our interview reflected both his sense of hope and his great wisdom applied in the same unfussy candor when discussing large-scale ambitions and granular policy matters. It was the manner in which he made the task ahead won’t be easy—and who’s ready for it.

Marisa Suescu (MS): What initiatives are you proudest of so far?

Dwight D. Jones (DJ): In Colorado [where Jones served as Education Commissioner], we developed the Colorado Growth Model for measuring how students progress. It’s an apples-to-apples comparison of how our schools are performing: it takes into account students’ academic growth over time. Fourteen states adopted it, including Nevada prior to my arrival. But it was not yet implemented. So my biggest accomplishment so far is the work in implementing the Growth Model.

MS: What are the greatest challenges you have faced in your first three months as superintendent?

DJ: Number one is budget. Out of a $2.1 billion budget, the governor is proposing cutting $300 million— which would mean 4,000 employees. That’s substantial. It’s about understanding that everyone has to make a sacrifice, and determining what’s the level of sacrifice.

Secondly, we need better results. Our graduation rates are not at the level they need to be. Our system right now is producing these students: students should be able to move into the workforce, and increasing class sizes by two to five students.

Thirdly, we need better results. Our graduation rates are not at the level they need to be. We cut staff. So, from two years ago to where we stand today, we have 6,000 fewer employees in the school system.

MS: You said you want to transform the system to improve education quality, while at the same time make these cuts. Is it possible to do both?

DJ: Absolutely, it’s possible. We must focus our resources, and some programs we’ve got to cease and desist. We call those “sacred cows.” Someone might like them, but if they’re not getting progress, we must reconsider. Online courses would help provide a rigorous environment to prepare students for the future, but at the same time cut costs. For example, if a calculus class has 10 students at three different schools, you could combine them into one class with one teacher. This has already been implemented in rural districts.

MS: How do you handle the great diversity in the student population?

DJ: Number one: we want to make sure that kids learn English as quickly as possible. We want to maintain rigor as they learn. When a kid speaks a different language, people sometimes equate that with the kid not being bright, when in fact the kid could be very bright. We train teachers in the inclusion model, which means support takes place within classrooms. When you pull students out, sometimes the rigor starts to go down, the differentiation.

The different cultures and perspectives are an asset to the school district.

MS: President Obama has highlighted science and math education as a national priority. How can you encourage more students to pursue science and math?

DJ: Our Career and Technical Academies (CTAs) show that the best way to improve math and science is by helping kids connect what they’re learning in the classroom to the different jobs out there. The CTAs are some of our best performing schools, with high graduation rates and rigor. Kids can articulate, “This is what I’m learning,” and how it’s connected to the world.

When they can make that connection, boy do they make a real effort! To the president, I would say, make the connection. He mentioned solar and wind energy. Well, that’s math and science, so those will be the jobs of the future.

AC: We are at the table right now to address the requirements in Race to the Top, so we are deep in conversations regarding tenure, merit pay, performance pay and a new way of evaluating teachers tied to student achievement, but recognizing the external factors in the classroom that contribute to or at least impact student achievement. Remember the state had us on warning that they would shut down nine schools. Today, every single one of those schools [has] moved up dramatically. In the state of Florida, schools are graded with letter grades, and those schools were all F’s. Every single one of those schools moved — some from F to A in one single grade, from F to C, and the two lowest-performing high schools in the country were here in Miami, Central and Edison Senior High Schools. They have been able to earn their first C in the history of those schools. Graduation rates in some of these schools improved by as much as 20 percent in one single year, and for the first time ever, our 10th-grade students surpassed overall state performance!

And for the first time ever Miami-Dade was ranked the highest performing urban district in America for reading and math! Science [scores] just came out this week, and the one conclusion, as the state’s performance was stagnant, as the national performance in science was stagnant, the one positive light was that Light that was Hispanic student achievement in Miami-Dade soared. And in fact we lifted the entire state. So, at a time when we lost $839 million [in the budget], we were able to force student achievement to soar to unparalleled levels, increase graduation rates, we were able to stabilize our finances, we were able to impose true health-care reform locally without federal interference, and we were able to put Miami-Dade on the map, saving every one of those nine schools from closure because of performance. And we are now at particularly exciting time, because we are at the table negotiating with the union the non-negotiables of Race to the Top. So, it’s a good time for Miami-Dade, to say the least.
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The Israel Sci-Tech Aviation and Space High School and College Prepares Students for the Future

By ADAM W. SUGERMAN

How many schools do you know of that have their own portable planetarium and a telescope? How many schools actually prepare students to come up with a science project that can both complement an important function and have immediate commercial value? How many schools can say that the majority of their students would be classified as the U.S. equivalent of advanced placement students? How many schools have a flexible curriculum that fits the ephemeral needs of society? How many students will commute halfway across the country to attend high school daily? And finally, how many high schools offer thirteenth and fourteenth grades where students delve exclusively into their majors?

In November 2010, the American Israel Friendship League organized a dynamic group of U.S. school superintendents to look at successful schools in Israel. The first institution that the delegation visited was the Israel Sci-Tech Aviation and Space High School and College in Ma’ale Adumim, one of Israel’s leading magnet schools for science and technology. The Israel Sci-Tech Aviation and Space in Ma’ale Adumim belongs to the largest charter school network in Israel — Israel Sci-Tech Schools Network with 186 schools and colleges across Israel. One of every 10 Israeli high school students studies in this high quality network. More than 60 percent of the students in the network’s schools study in science and technology tracks.

The faculty and curriculum at the Israel Sci-Tech Aviation and Space prepare students for careers in electronics, scientific engineering, computers, and biotechnology. Working with Israel’s air force and high tech sectors, the Israel Sci-Tech Aviation and Space High School attracts Israel’s brightest technical students — all students must pass an entrance exam. But although the academic climate at the Israel Sci-Tech school is serious and competitive, the administration and teachers give each cadet (each student is considered a cadet in the air force upon enrolling, and when joining the air force as part of the compulsory military service, many become officers) the personal attention and support needed for her or him to feel empowered, to be a part of the school and air force communities.

Not only are academics taught, but human values such as honesty, teamwork, and “pride in a job well done” are stressed. In order to graduate, each year students must volunteer their time at nursing homes, as mentors to younger children, and as tutors. The level of study is sufficiently advanced that when the Aviation and Space students go on to the university, they frequently bypass their first year and enter as sophomores. Besides technical classes, the curriculum includes areas of critical thinking in literature, Bible study, physical education, and social sciences. There are six areas of concentration for students: scientific engineering, biomedicine and biotechnology, electronic and social theoretical science (a combination of psychology and sociology), electronic and control systems, and challenge (which is for under-performing students).

The student success rate has been phenomenal. The first graduating class, in 2007, 35 out of 50 students “passed” the matriculation exam, or bagrut, which is an extremely challenging exam on mandatory subjects such as Hebrew literature, grammar and composition, English language, civics, mathematics, history, literature, the Torah, and an elective. In 2007, 74.4 percent of Israeli 12th graders took the exam, and only 46.3 percent were eligible for the bagrut. In the 2010 graduating class, over 100 Aviation and Space students graduated, with a bagrut certification passing rate hovering around 90 percent.

In Israel, education is mandated and paid for by the national government. The cost to parents is very similar to a typical public school, which is about $150 per year, although there are several specialty teachers in the sciences and math. Also many of the teachers at Israel Sci-Tech Aviation and Space are university professors. Students could also take additional university-level courses.

A typical day at the school begins with a roll call. Students line up, as they would do in the military, for inspection. At the roll call, there is also a time for reflection, where the staff shares a thought for the day or a quote from the Bible. At the end of the day, there is another assembly. After school, there are a number of sports (not casual sports, but as activities that soldiers would perform in the army, such as running, weaving and dodging through an obstacle course) and a variety of social activities.

On an academic level, students work on projects that fulfill a need either on a military or commercial level. In fact, innovation is part of the project. Students also must work on the business side of the project, including analyzing the product vis-à-vis an existing need as well as generating a business plan for the manufacture of the product. Several of the student projects included a robot that fights fires, a model of a vehicle that can travel easily on sand, and an iPhone application that controls household appliances remotely.

Congratulations for Education Update’s 15th Anniversary

DR. JOAN FREILICH, Trustee, Barnard College & College of New Rochelle

Congratulations to Education Update and Dr. Pola Rosen on reaching this important milestone! Education Update has had an enormous impact on the lives of students, teachers and parents. Its programs have provided young people with hands-on experience through internships and school newspaper projects that have expanded their dreams and their confidence that they can make those dreams come true. Its award programs have recognized outstanding educators around the region and shown others how much can be accomplished, even under difficult circumstances. The involvement of public officials has strengthened their understanding of educational needs, especially important at a time of scarce resources. Best wishes to Dr. Rosen and Education Update for many more years of inspiration!

DR. SUSAN H. FUHRMAN, President, Teachers College

For 15 years and counting, Education Update has been the journalistic equivalent of a reliable public utility — delivering dependable reporting and thoughtful commentary on news, issues and trends in the world of education month after month. Thanks to the vision, dedication, and passion of Dr. Pola Rosen (a Teachers College alumna, naturally!) and to the stalwart work of her colleagues, Education Update has become the periodical of record in education for the New York/New Jersey region. I look forward to each new issue, where I invariably find important information and food for thought. To Pola and her team: Congratulations, and well done!

The Cahn Fellows Program for Distinguished Public School Principals at Teachers College, Columbia University wishes to celebrate the 2011 cohort of exemplary leaders...
**Leymah Gbowee, Liberian Activist**

By JENNIFER MACGREGOR

Leymah Gbowee lived most of her life in war-torn Liberia, where she saw firsthand the devastating effects of what a decade-long civil war can do to a country. She was the subject of the 2008 documentary “Pray the Devil Back to Hell,” which was directed by Abigail Disney and won numerous awards, including the best documentary award at the Toronto Film Festival.

The film chronicled how Gbowee organized the women of her town to protest the violence constantly erupting around them. What started as a protest of women in front of a fish market turned into a sit-in at a peace talks that eventually led to the end of civil war in Liberia and the exile of President Charles Taylor. Gbowee became a recipient of the 2009 John F. Kennedy Profile in Courage Award for her peace activism.

Gbowee spoke to a room of parents at the Marymount School in Manhattan, where she talked about her personal struggles obtaining an award for her peace activism.

**Firenze, Italia**

continued from page 4

keting, or digital photography. But, it was a vacation as well because I was able to escape from New York City’s busy, noisy, and snowy. Other students from York, Brooklyn, Queens, City and John Jay colleges and I all left the United States on January 1 and arrived in Florence between the hours of 10 a.m. to 6 p.m. the next day since classes started on Jan. 4th.

I knew studying in Italy was a once in a lifetime opportunity for most of us so we must enjoy our time in our new “habitat” but be accountable of our actions. At all times, Italy was our home for three weeks, which means we had to adjust to the culture and way of living. Adjusting to the time difference, buying food, budgeting Italian money, passing your time in our new “habitat” but be accountable of our actions. At all times, Italy was our home for three weeks, which means we had to adjust to the culture and way of living. Adjusting to the time difference, buying food, budgeting Italian money, passing your time in our new “habitat” but be accountable of our actions. At all times, Italy was our home for three weeks, which means we had to adjust to the culture and way of living. Adjusting to the time difference, buying food, budgeting Italian money, passing your time in our new “habitat” but be accountable of our actions. At all times, Italy was our home for three weeks, which means we had to adjust to the culture and way of living. Adjusting to the time difference, buying food, budgeting Italian money, passing your time in our new “habitat” but be accountable of our actions.

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Dominican Republic
continued from page 4

PEARL RIVER STUDENTS MAKE SMALL STEPS FOR BIG CHANGE

By RICH MONETTI

Pearl River Middle School teacher Jim Guerci has picked up on a global competition that helps children realize they can implement change in the world. He propelled his fifth graders in upstate New York to take on the challenge of planning a project for the global contest called Design for Change.

The students at Pearl River Middle School were the recipients of the Gandhi prize for the contest this year. “The kids went wild with excitement with the news” that they had won, Guerci said.

The goal of the project was for students to identify a problem they see around them, plan a project for the global contest called Design for Change. This year, the students were already becoming very excited about making their own contributions to the project. “It’s contagious because when they find other people contributing, they want to be part of the whole thing,” Guerci said, relying on the words of Kiran Bir Sethi, the founder of the Design for Change school contest.

On the other hand, the success of the project didn’t mean the whole thing went off without a hitch. Guerci conceded that a lot of education can be very spoon-fed and teacher driven, and acknowledged that the children had to learn that Design for Change came under a much different heading. “It took a while for them to really hold onto the idea that, ‘you’re letting us come up with the idea,’” he said.

For next year’s contest, the students are already planning a “connect with senior citizens day” when they will use the educational games they won this year to share and connect with the seniors. When the contest begins again next October, a whole different set of footprints are going to be left behind in Pearl River. “A lot of the teachers in the school have asked me how they can enter next year,” he said.

They may have to start early because they have some big shoes to fill.

New Report Reveals School Boards’ Strong Commitment to Advancing Public Education

A groundbreaking report released by the National School Boards Association (NSBA), the Thomas B. Fordham Institute, and the Iowa School Boards Foundation gives new insights into the workings of America’s nearly 14,000 school boards.

The report, School Boards Circa 2010: Governance in the Accountability Era (online at www.nsba.org), finds that school board members and superintendents are increasingly concerned about student achievement, and their work is further focusing on increasing student learning and preparing students with 21st century skills to compete in the global economy.

“The research shows school boards are stepping up to the challenge of dramatically improving our public schools for the 21st century and focusing on student achievement,” said NSBA’s Executive Director Anne L. Bryant.

The report, authored by researchers Frederick Hess and Olivia Meeks of the American Enterprise Institute, compiles responses of more than 1,000 school board members and superintendents from all types of school districts—urban, suburban, and rural. Among the report’s findings:

- Two-thirds of those surveyed see an urgent need to improve student achievement, and nine out of 10 are concerned about an overly narrow focus on achievement.
- School board members and superintendents have similar goals for preparing their students for college, the workplace, and, above all, “a satisfying and productive life.”
- School board members, especially those in large districts, are more representative of the communities they serve than state legislatures and members of Congress. Boards now include women (44 percent are female) at more than twice the rate of the U.S. House Representatives (17.5 percent) and Senate (17 percent).

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DVD ATTRACTS JAZZ LOVERS YOUNG AND OLD

By JOAN BAUM, Ph.D.

They may seem at first an odd couple — the former Supreme Court Justice and the artistic director of Jazz at Lincoln Center, but here they are together on a newly released DVD, “Let Freedom Swing: Conversations on Jazz and Democracy: A Resource for Teachers,” featuring Wynton Marsalis and Sandra Day O’Connor. A teacher’s guide, crafted in conjunction with Teachers College at Columbia University, the cleverly titled “Let Freedom Swing” certainly qualifies as an unusual collaboration.

The more one thinks of the pairing of these two diverse celebrated figures, the less of a stretch it may seem and the more likely it is that it may be seen as an imaginative way to stimulate social studies’ classroom discussions. Jazz and American democracy can lay claim to being unique examples of self-expression in the history of this country and, indeed, in the Western world, both prompted by a people longing to be free.

Wynton Marsalis, Jazz Legend: Performer and Educator

By JOAN BAUM, Ph.D.

One of the most surprisingly informative portraits was given in a Wynton Marsalis interview, when the Artistic Director of Jazz at Lincoln Center and Music Director of the Jazz at Lincoln Center Orchestra (JLCO) will suddenly, naturally, joyously interrupt his oral discourse to alter bopping sounds. It’s not that words fail him — he’s extremely articulate and passionate about the heritage of jazz, its current resurgence, and its increasing front-and-center presence in the music education initiatives he launched at Jazz at Lincoln Center — it’s just that he knows intuitively when best to make an emphatic point memorably effective. Jazz, America’s only original music, is effective. Jazz, America’s only original music, is

Originally published in "Music in the Academic Yearbook" in March/April 2011.
**Barnard College Hosts Annual Scholar and Feminist Conference on Disability**

**By Catherine Rolfe**

The Barnard College Center for Research on Women held its annual Scholar and Feminist Conference this February, with a focus on disability through a feminist lens.

Barnard student and Center employee Zai Gilles explained how the department aims to combine feminism with other issues.

“The Center’s goal is really to attack other social justice issues through the feminist perspective,” Gilles said. Her co-worker and fellow Barnard student Narine Bournoutian added that this year’s marriage of feminism, art and disability was especially unique.

Approximately 200 students, teachers and activists attended the event, which focused particularly on women with disabilities in the art world.

Carrie Sandahl, an associate professor in the Department of Disability and Human Development at the University of Illinois in Chicago, gave a brief presentation during the event’s Plenary Panel, highlighting some of the limits of the Americans with Disabilities Act of 1990. Currently, the Act only requires that schools and other public institutions make “reasonable modifications” in order to accommodate persons with disabilities. Sandahl argued that this clause of the Act allows discrimination to continue, noting that the legal “language of inclusion intentionally excludes.” As an example, she discussed her experiences with her son, who suffers from multiple mental health disorders and has struggled to find a school that meets his needs.

“The entire educational system would have to change to reasonably accommodate him,” Sandahl said.

Sandahl encouraged her audience to challenge the status quo of disability rights and norms nationally, and hoped that activists’ work could “make new ways of being together possible”.

The conference also featured a performance by the Heidi Latsky Dance Company titled “The GIMP Project,” as well as discussions on the challenges faced by disabled female artists.

One artist, wheelchair dancer Alice Sheppard, spoke about her experiences performing with the AXIS Dance Company as part of the morning Plenary Panel. Reading aloud from a recent review of one of her performances, Sheppard challenged me to examine my thinking about the military while I witnessed one man who became a paraplegic in Iraq become a Para Olympian in shot-put and inspire other veterans to ‘not give up,’ and become re-energized through sports, some of them also becoming Para Olympians. He was present after the film, as were other main characters, directors or members of the pertinent community, after their films. In all, the films, and discussions following, were uplifting, as they told the stories of people who thrived and had meaningful lives despite their challenging circumstances. Two other non-film events were: “HE,” a dance performance performed by a physically integrated dance company (choreographer, Heidi Latsky) – i.e. some dancers had disabilities, some did not. The sound of chairs moving (ones they were sitting on), roller skates one dancer was rolling on, were integrated into the piece. The second non-film event (“Our Time”) I saw included a play written by a ten who dealt with a stutter and performed by professional actors, as well as two young women who sang touching songs; when they sing there is no evidence of their stutter. They were available for conversation afterward as well, and questions from the audience made the whole experience even more meaningful. Though the film festival is over, information about the films are available at www.realabilities.org. I’m told that from time to time either a film is picked up for a short run by commercial theaters or can be obtained on Netflix. Also, DVD’s are available for “Crooked Beauty” (check out TheIcarusProject.net or www.crookedbeauty.com) and “Warrior Champions” www.warriorchampions.com.

If you’re interested in hearing about next year’s festival, go to www.realabilities.org and join their mailing list.

Karen Kraskow is a Learning Specialist in private practice in Manhattan, specializing in working with “reluctant writers,” struggling readers, and mathematicians experiencing confusion and other hurdles. She can be reached at 212 989-0339 or kk Krakow@gmail.com.

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**NY Disabilities Festival Shines Light on Conquering Challenges**

**By Karen Kraskow**

This weekend I went to the Reelabilities NY Disabilities Festival. I thought I’d share a few thoughts in the event that interest might be generated for next year’s festival, usually some time in Jan. or Feb. I was fortunate to attend 9 events, most of which were inspiring and even unforgettable. (I still remember some of the films from last year.) One, called “Anita,” was about a teen with Down Syndrome who, in a difficult situation, finds resources within her that no one would expect. Another, about and by a man (a filmmaker) who had had an accident which caused a traumatic brain injury, “Brain Damadj’il...Take II” documents his recovery and the challenges he and those around him faced in interaction with him. It is done with honesty and an aim to get a true sense of the person - his determination to set his own expectations and goals, despite concerned but limiting prognoses - before and after his injury. A third favorite was “Crooked Beauty,” one woman’s way of dealing with bipolar disorder in a positive and self-sustaining way, appreciative of her own gifts despite moments where her gifts were not so evident. Lastly, for films, “Warrior Champions” challenged me to examine my thinking about the military while I witnessed one man who became a paraplegic in Iraq become a Para Olympian in shot-put and inspire other veterans to ‘not give up,’ and become re-energized through sports, some of them also becoming Para Olympians. He was present after the film, as were other main characters, directors or members of the pertinent community, after their films. In all, the films, and discussions following, were uplifting, as they told the stories of people who thrived and had meaningful lives despite their challenging circumstances. Two other non-film events were: “HE,” a dance performance performed by a physically integrated dance company (choreographer, Heidi Latsky) – i.e. some dancers had disabilities, some did not. The sound of chairs moving (ones they were sitting on), roller skates one dancer was rolling on, were integrated into the piece. The second non-film event (“Our Time”) I saw included a play written by a ten who dealt with a stutter and performed by professional actors, as well as two young women who sang touching songs; when they sing there is no evidence of their stutter. They were available for conversation afterward as well, and questions from the audience made the whole experience even more meaningful. Though the film festival is over, information about the films are available at www.realabilities.org. I’m told that from time to time either a film is picked up for a short run by commercial theaters or can be obtained on Netflix. Also, DVD’s are available for “Crooked Beauty” (check out TheIcarusProject.net or www.crookedbeauty.com) and “Warrior Champions” www.warriorchampions.com.

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**Pilots & Special Needs Young People Fly with Challenge Air**

**By ADAM SUGERMAN**

Fort Lauderdale-Fla.—Challenge Air, an organization that helps “build self-esteem and confidence in youth with special needs through the experience of flight” recently held an event at the Executive Airport in Fort Lauderdale with Education Update on site.

April Culver, Executive Director of Challenge Air, explained that the event was made possible by the South Florida community including rotary clubs, airports and other companies.

Challenge Air holds events throughout the year around the U.S.

To be able to galvanize the community takes strong leadership. Ms. Culver’s vocation in nurturing handicapped children and fundraising are the keys to success. She has worked with children with special needs, including the Special Olympics, for 30 years in Texas.

The purpose of Challenge Air, according to Ms. Culver, is “to provide therapeutic aviation.” It gives kids the opportunity to do something that they never thought they would be able to do. The organization’s unofficial motto is “The Sky’s the Limit.” Volunteers teach kids that not only can they fly a plane but that there are other employment opportunities in aviation, such as airplane mechanic or air traffic controller. Participants range in age from 7 to 29 years old and must have a learning or physical disability.

According to volunteer Susan Randell, children can take a parent or sibling on the plane with them. She added that the participants’ and their families’ excitement is palpable. Up to three participants can go on the plane ride and have an opportunity to become co-pilots. The pilot will teach them how to turn left, right, go up and down.

Before taking off, participants and their friends and families hang out in the hangar where they can see the airplanes taxi toward the runway. They can also have their faces painted while munching on hamburgers and hotdogs.

Some parents have remarked that their kids have been in therapy for years, have barely spoken and will now get on a plane and say: “Hey I can fly.” The exciting and empowering experience gives the kids something to look forward to every year. It serves as a powerful motivational tool.

While awaiting their turn to fly, participants can attend ground school in the hangar. Volunteer Ari Randell explains that there are 35 planes, with 35 volunteer pilots on the field. The planes are all privately owned and the pilots are donating both their aircraft and their time. Randell estimates about 125 participants are here on this day. Each person is pre-screened and if the volunteers believe the participant will panic when taking control of the airplane, they will not sit in the front. Randell, a seasoned pilot whose favorite plane is the skyhawk, has been licensed since 1970 and attended flight school with John Travolta.

Other participants included a group of Civil Air Patrol cadets, in uniform, led by Major Edward Villalba. Thirty-year veteran pilot Evan Piper has helped at Challenge Air for several years despite a severe plane accident that left him a paraplegic.

Piper says, “I need special controls on the plane that would accommodate me not to use foot pedals.”

Pilot Michael Bercun is honored that he can make a difference in a child’s life because he has the opportunity to inform kids about his area of expertise. Bercun has been volunteering for Challenge Air for five years and exclaims that it’s essential to give back to the community. Mr. Bercun says, “teaching kids with special needs has been one of the greatest experiences in my life; I look forward to it because it’s so rewarding and it choke me up every time I talk about it.”

The positive impact is worth the effort of so many people and organizations that are committed to helping humanity. Challenge Air’s motto, “The Sky’s the Limit,” truly exemplifies teamwork, support, and compassion for children with special needs. Their love for children has allowed kids and their families to remain optimistic despite life’s trials and tribulations.

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Ruth Arberman,
Director of The Sterling School
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What inspired you to pursue your current career? Like many young people who pursue teaching as a career, I was most inspired by family members of mine who were teachers, including my parents, my sister, and many aunts and uncles. Most definitely, my high school English teacher was the inspiration to choose English as my major, a decision that plunged me deep into American great authors whom I love to read and reread to this day. Even though I am no longer a full-time English teacher, I have never lost my respect for the profession of teaching and the important role universities play in preparing our nation’s teachers.

Challenges & Resolutions: For many years now, I have held top academic administrative positions, first as a college dean, then as a dean of deans, a campus president, university chancellor, and now as head of the SUNY system. In each of these roles, my highest priority has been to lead each respective organization in creating a vision for its future. Once there is a vision, there is always the challenge of implementation and, ultimately, creating a set of measures to ensure that we delivered on the mission. So, the big challenges have always been in bringing other stakeholders to the table with a common purpose of developing comprehensive vision, creating the working teams of professionals to implement our tasks, and finding adequate time “off,” where I turn my pager off and enjoy the technical challenge, the outdoors, and my friends. I have tried to deal with this by really focusing on being a wife, daughter, and friend. I have tried to deal with this by really focusing on being a wife, daughter, and friend.

Must Influential Mentors: My father and Madonna. Both told me not to go for second best.

For as long as I can remember, I knew I was going to be a doctor. The impact that my father, who is doing the same. #

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Questions that were asked of all the women are: What inspired you to choose your current career? What are some of the challenges you've faced; how have you resolved them? What are some of the accomplishments you're proud of? Who have been the most influential mentors in your life? What would you describe as a turning point in your life? What are some of your future goals?

ROSEANNE HAGGERTY, MACARTHUR ‘GENIUS’ AWARD

By JOAN BAUM, Ph.D.

Maybe it was inevitable, it certainly is understandable, not to mention admirable, that Rosanne Haggerty, a 2001 MacArthur Foundation fellow, would take up the cause of homeless kids. She is the eldest of eight children, whose father died when she was in her teens but whose mother was “utterly resilient,” Haggerty remembers how, during holidays, those who had nowhere to go would be invited to share meals at her family’s Hartford, Conn., home. Still, it took a while for the challenge of helping the homeless to take root. An American Studies major at Amherst, Haggerty recalls how it was only in her senior year, as she was working on a thesis about urban affairs, poverty and social justice, that it dawned on her — a “mind-boggling moment” — that she needed to know more about the world. A prompt in this regard was reading the work of writer, social activist and Trappist monk Thomas Merton. And so she volunteered for a one-year program at Covenant House in Manhattan and wound up counseling young boys who lived in the shelter. They were really not runaways who she began to see but homeless kids, though some had run away from abusive families or group homes. More significant, not to mention admirable, that Rosanne Haggerty remembers how, during holidays, those who had nowhere to go would be invited to share meals at her family’s Hartford, Conn., home.

LINDA MACAULAY, PHILANTHROPIST, ORNITHOLOGIST

What inspired you to pursue your current career? As a child I was always drawn to birds, whether I was watching them in the back yard or drawing them. I have always loved to be outdoors — not sunning on the beach — but rather walking and looking at things.

I was always good at science and math. I majored in biology in college. I was fortunate to take one of the first ecology classes offered and my professor took the class on a field trip to the Briantian National Wildlife Refuge to watch birds. I was hooked.

However, there were no jobs studying birds in those days. I worked in the investment field for many years. And then I got very lucky and met someone that changed my life. Greg Budney, curator of the sound library at the Cornell Laboratory of Ornithology, led a bird-watching tour to Kenya in 1987. My husband Bill and I went on that tour. Greg took his Nagra tape recorder with him everywhere he went — that is saying something since the old Nagra weighed about 18 pounds! I had never been exposed to sound recording and in fact did not know very many bird sounds. It was not something you could learn very well from a book and I had never focused on individual sounds before. Greg got my attention. Now with modern-day technologies, especially sounds and pictures available online and on cell phones, learning sounds is so much easier and fun.

The Lab of Ornithology runs a sound recording workshop every year. I signed up for the course, bought the best tape recorder and microphone I could afford, and started working in the field.

What inspired you to pursue your current career? As a researcher I realized that I had a knack for organizing and running research projects and eventually a large-scale research center. That led to my interest in academic administration, which is basically giving others — faculty, students, staff — the opportunities, incentives and rewards to do their best work and make their best contributions.

Challenges & Resolutions: I’ve had some tough decisions — for example, closing an academic program. Generally I take a lot of advice but make a decision on principle — one that I can feel good about regardless of others’ feelings. I try to be fair and consistent while aiming for the highest standards for our college.

As a researcher and program facilitator, I’ve had the opportunity to be part of the National Academy of Sciences, the American Association for the Advancement of Science, and the American Institute of Biological Sciences. I’ve had the opportunity to work at a policy level and to interact with other scientists around the world. I’ve had the opportunity to travel extensively and to work with colleagues from all over the world. I’ve had the opportunity to work with people from all walks of life and to learn from them. I’ve had the opportunity to be part of a team that is making a difference in the world.

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If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

Barnard College, Columbia University. English Major, Political Science Minor. I intern at the Columbia/Barnard Rape Crisis/Anti-Violence Support Center.

What are some of the challenges you have faced and how did you resolve them?

As a student with a passion for ending sexual and relationship violence, before living on college campuses, I am constantly faced with the overwhelming nature of the problem and the feeling that violence is constant. It took me a while to realize that every day my peers and I at the Rape Crisis/Anti-Violence Support center spread awareness in an attempt to end violence. We are getting one step closer to ending it, no matter how small that step may be.

What are some of the accomplishments you're proudest of?

Working at the Rape Crisis/Anti-Violence Support as an intern and peer educator has helped to plan many events and workshops that seek to prevent sexual assault on college campuses. Specifically in October I planned an event around stopping intimate partner violence.

Who have been the most influential mentors in your life?

My mother has always supported me in all my endeavors, big or small, and reminded me never to give up in the face of adversity.

What would you describe as a turning point in your life?

My acceptance to Barnard College and my time thus far as a student here has definitely been the most definitive time period of my life. I have been able to immerse myself in all college life has to offer and establish my identity as a Barnard student. Thanks to my friends and where I was raised, I am able to relate personally to students struggling in a failing education system and I have first-hand knowledge of what needs to happen. I have made Charley's Fund a $17 million organization.

What are your future goals?

After college I hope to go to Teachers College and become an English teacher in New York City, as well as become an advocate at hospitals in New York City for victims of sexual and relationship violence.

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I am a junior at Barnard College and I am studying Political Science.

What are some of the challenges you have faced and how did you resolve them?

The biggest challenge I've had to face thus far is struggling with depression. During my sophomore year of college, I went about 4 months before really getting proper treatment. It was awful. I truly cannot imagine anything worse than suffering from major depression, and it took me a long time to understand and come to terms with what I was going through. It was awful. I still can't really believe I managed to get myself together enough to do those applications. I felt so crappy, it's a miracle I managed to stay in school at all, let alone get accepted to a school like Barnard. I feel very lucky.

Who have been the most influential mentors in your life?

My family (all of them).

What would you describe as a turning point in your life?

As I've described, the decision to transfer schools and come to New York City. I think that decision was also kind of triggered by a trip I took to Ecuador during the summer of 2009. I was a volunteer English teacher in two coastal towns, and the trip really opened my eyes to the conditions in the United States. It was the first time I'd traveled abroad alone, and the experience really taught me a lot about myself. I came back with a lot more confidence and self-awareness, and I think that's what made me realize that I wasn't where I wanted to be—and what made me do something about it.

While I was making the decision to transfer about 6 months later, I was also interning at the Missouri House of Representatives in the Communications department, and that made a big impact on my personal goals. I really loved working there because my co-workers were amazing, but I also got some really great experience working in a government office. It definitely influenced my decision to major in Political Science here at Barnard.

What are your future goals?

I am not entirely sure yet what I want to do. I believe in, and I am always dedicated to a cause I believe in, and I am always dedicated to the tools available to effectively influence decisions from the top down in the areas of social, economic needs. I believe in, and I am always dedicated to the importance of public higher education, as well as health services for the improvement of people's lives.

Right now, I am serving on the CUNY Board of Trustees, the New York State Commission on Community and National Service, the National Endowment for Democracy, the Inter-American Foundation, the Cuban-American National Council, the Committee for Hispanic Children and Family, and of course, the Bronx-Lebanon Hospital Board of trustees where I have served for more than 20 years. I am serving as a member of the Council on Foreign Relations.

A huge turning point in my life was when I left my rural home in Columbia County, N.Y. and moved into New York City for college. The first day I walked to class through Washington Square Park, it was as if I could feel my world expanding with every step. I suddenly felt like I was growing up faster than ever and being thrown into a new life of responsibility, change and unforeseeable opportunity — it was exhilarating and equally scary. The energy of New York City is contagious and living here, while overwhelming at times, is a great source of inspiration.

What are your future goals?

What important turning point in my life was Ronald Reagan's appointment of me as the U.S. Ambassador to UNICEF. It opened up a whole new world that I knew nothing about till then.

Future Goals:

My future goals are to continue serving on boards and commissions where I can continue to learn, and where I derive a tremendous amount of pleasure in helping others. It is important that we women understand and know the tools available to effectively influence decisions from the top down in the areas of social, economic needs.

I believe in, and I am always dedicated to the importance of public higher education, as well as health services for the improvement of people's lives.
Future Leader: Marissa Schain

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

Brooklyn College, Journalism major. I work as a pharmacy tech in a Brooklyn hospital.

What are some of the challenges you have faced and how did you resolve them?

One major challenge that I face is my congenital breathing disorder called CCHS. I must use a breathing machine while I sleep at night. This isn’t something that can be resolved, but it is something that I am growing more comfortable with and now can speak confidently and knowledgeably about. It has opened up many opportunities in my life and I have met many great people because of it. It has made me the person I am today.

Future Leader: Justine Rivera

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I am currently a full-time student at Hunter College as a psychology major, and I work full-time as a coordinator of interpreting services at a major New York City interpreting agency.

What are some of the challenges you have faced and how did you resolve them?

One of my biggest challenges, both as a full-time student and as someone who works a full-time job, was learning how to manage my time properly, and more importantly, learning to discipline myself. It was a tough and long road, but I am glad that I encountered this struggle because I learned a lot from it. This challenge also taught me that I was actually capable of doing a lot more than I had expected. Being on the dean’s list was the best gift in all of this. When I lay down at night and think of what I accomplished in my day, I feel pride in myself and that makes it all worthwhile.

What would you describe as a turning point in your life?

The greatest challenge right now is trying to accomplish all that I want to, as both a college student and a believer in civic action, in the mere twenty-four hours of the day. This is a difficult problem to resolve, but coffee tends to help!

Who have been the most influential mentors in your life?

My greatest inspiration has come from my first-year Literature Humanities professor, Anjuli Raza Kolb, who taught me to refuse generalizations and explore inconsistencies.

What would you describe as a turning point in your life?

The major turning point of my life thus far was the year I earned a scholarship to the Agnes Irwin School, an all-girls private high school outside of Philadelphia, which provided me with an incomparable education and a drive to constantly perform to the best of my ability.

What are your future goals?

In the future, I hope to continue serve our nation’s students, either through public policy, not-for-profit work, or teaching.

Future Leader: Grace McCarty

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I attend Columbia University, where I am double majoring in Political Science and History Studies. Through my internship at Education Update, and various volunteer projects, I am currently working to increase opportunity for students in New York City public schools. I also try to promote “greener” schools and a “greener” city in this time of drastic environmental change.

What are some of the challenges you have faced and how did you resolve them?

One major challenge I have faced to date is my congenital breathing disorder called CCHS. I must use a breathing machine while I sleep at night.

Who have been the most influential mentors in your life?

My older sister, Mary, who works for the not-for-profit organization New Leaders for New Schools, has been a constant source of energy and sound advice for as long as I can remember. Since arriving at Columbia, my greatest inspiration has come from my first-year Literature Humanities professor, Anjuli Raza Kolb, who taught me to refuse generalizations and explore inconsistencies.

What would you describe as a turning point in your life?

The biggest challenge I have faced to date is my congenital breathing disorder called CCHS. I must use a breathing machine while I sleep at night. This isn’t something that can be resolved, but it is something that I am growing more comfortable with and now can speak confidently and knowledgeably about. It has opened up many opportunities in my life and I have met many great people because of it. It has made me the person I am today.

Who have been the most influential mentors in your life?

My mother has been my greatest influential mentor. However, I try to encompass good qualities of all different people in my life.

What would you describe as a turning point in your life?

I feel that every year is another chapter and turning point in my life. However, what took away from college, and what was a turning point for me in one of my classes, was when I realized that most of the older-aged students in my classes who had come back to take courses for whatever reason, always performed the best on exams, participated the most, and enjoyed the learning process, which was visible to see in the classroom. This was a turning point for me because they taught me that approaching anything in life, inside or outside of the classroom, is an experience that one shouldn’t take for granted. And for whatever reason people go back to class after so many years, people can gain second chances.

What are your future goals?

My future goals include starting a family and career, learning how to cook, and starting a tradition of my own.

What motivates the next generation of women leaders? What are their aspirations, their challenges, their dreams? Future leaders that Education Update asked their thoughts with you.

Future Leader: Jordana Moser

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I am a freshman sociology major at Barnard College.

What are some of the challenges you have faced and how did you resolve them?

Although it was not dramatic or anything, I guess I would say a turning point in my life was making the decision to take full-time work while being a full-time student. I thought it would be hard, and it certainly was in the beginning. It was a major challenge for me and I had to learn a lot along the way. It was not a pretty or easy thing to do. I consider this a turning point because I showed myself a side of me I didn’t know was there. I am now at a point in my life where I am confident with myself as an intellectual being and as someone who will someday be successful. I like to push and challenge myself and every now and then I get surprised.

What are your future goals?

I have several goals, but some days I am undecided. For the most part, my goal is to be a doctor. To me, it is something that grabs my heart and is what I am most passionate about. I am trying to explore my options so I may do graduate school after I get my B.A. Contemplating my career options seems to be a hobby nowadays, but hopefully I will soon arrive at a decision.

What would you describe as a turning point in your life?

New Jersey governor Chris Christie’s election was a huge turning point in my life, as it sparked my interest in education. I went to a public high school, so his election caused a lot of controversy and conversation. Education became more prevalent in the news, and the more I read, the more interested in education I became. That interest has developed into a desire to go into education in some capacity — whether it be teaching, administrating, or writing about it — as a career.

What are your future goals?

I would love to go to grad school at either UC Berkeley or Stanford and ultimately go into curriculum development or public interest law (educational advocacy specifically). I have been given so many opportunities in my life, so my biggest goal is to take full advantage of as many as I can.
Plan Now for Summer to Give Your Child the Best Opportunities

By CAROLE G. HANKIN
With DEBORAH FRENCH

Spring is finally here — though I wondered more than once over the past few months whether it would ever arrive, didn’t you? We’re just beginning to see green returning to trees that were bare, but just as surely as spring has replaced the winter, summer will come along before we know it. Now is a great time to start planning summer activities for your children, while registration lists and calendars are still open. Camps, sports programs, travel and other organized activities offer many wonderful benefits for kids — but spots can fill up quickly.

We all think of summer as a time for relaxing, and children as well as adults need to be able to enjoy some “down time.” But with too much free time, kids are likely to cool off from the heat by plugging down in front of the TV or grabbing the video game controller. Sure, a little time spent this way is fine, but children need physical exercise and mental stimulation for healthy development.

Camps, whether overnight or day programs, help children develop confidence as they’re challenged to try new things. Kids often discover their own previously untapped interests when they attend camp. Meeting new friends and engaging in fun group activities also helps them develop their social skills and feel a sense of belonging.

If your child enjoys a particular sport, you may want to consider a camp aimed at skill development. Sports camps and day programs can be a terrific way to help kids develop self-esteem as they improve their abilities in an activity they enjoy.

Traveling with your children or making arrangements for them to visit with out-of-town relatives or friends are other great ways to introduce new experiences. Family vacations to other countries or territories can be fantastic learning opportunities for kids. They’ll soak up history, cultural arts, language and more without even trying. If you do plan a trip, you might ask your kids to conduct a little research on the Internet — a few interesting facts about the area you’re traveling to can be the makings of a fun trivia game.

You don’t need to leave the country to provide your children with a wonderful travel experience. Plan an adventure, even if it’s a short driving trip. Depending on the ages of your children, you may choose venues in New York City and on Long Island, give them a maximum travel distance, and once they’ve decided where they’d like to go, have that child do the planning. This works especially well with older children who may not show much enthusiasm at first for taking a family trip.

Here’s a suggestion for a cost-free way to provide a structured and interactive experience for your child this summer: If he or she has a special friend nearby, consider arranging an “exchange” with the other child’s family by offering to have their child stay with you for one week and vice versa. This can be a delightful treat for the two children, as well as a nice break for the parents.

Some children will have plenty of ideas of their own about what they’d like to do this summer, and some may be reluctant to participate in structured activities at all. If the latter describes your child, give him or her a few appealing options to choose from. Whatever your child’s interests are, you’ll be more likely to find great activities and programs if you begin well before that last school bell in June.

SELECTING A CAMP FOR YOUR SPECIAL NEEDS CHILD

BY GINA MARANGA, DIRECTOR OF PROGRAM OPERATIONS, BLOCK INSTITUTE

When selecting a summer camp for your child with special needs, first ask yourself if the child is ready for the camp experience. Then determine if it should be a day camp, a sleep away camp, or a short-term Respite Camp. Another consideration should be how much time the child should spend in camp. Is it the child’s first experience in a camp setting?

Additional questions to consider include: If your child needs a special diet, can the camp provide appropriate meals? If the camp is unable to provide food to accommodate the needs of your child then find out if the camp allows parents to provide meals for the child. Also, keep in mind that this may not be the best time for your child to experiment with new foods that may be unfamiliar.

If physical accessibility is an issue, what’s the layout of the camp? Parents of special needs children who require handicapped accessible facilities should talk to the staff about the accessibility of the pathways, the walkways (are they paved?), the restrooms and recreational facilities. If special provisions need to be made for your child, get an assurance in advance that the camp is willing to do so. If your child has problems with memory or recognition, are the buildings easily identifiable? Every little hint can make a big difference for a special needs child.

Do staff members have a background working with kids with special needs? Find out how they address and treat situations related to your child’s specific needs, or will this be a new experience for them. This is especially important if your child has a history of behavioral issues. Parents should plan early in the year to look at a list of camps that specialize in meeting the needs of their child, so that the summer is a time of healthy and fun and open to the public.

What’s the procedure if your child develops a complication related to his or her medical problems? Make sure the camp has a plan in place and is aware of the nearest hospitals. It’s also important to make sure that if your child needs specialized treatment it’s available at the hospitals.

What is the staff like? Parents may want to attend a camp orientation, along with their child, to meet staff and help their child with special needs learn who will be caring for them during camp. Families of special needs children will most likely be asked to supply written paper work regarding their child’s disability, likes and dislikes, in addition to any other information required of campers anywhere.

USDAN CENTER PUBLIC ART EXHIBITS, IN MARCH AND APRIL 2011

SELF-DEFINING MEDIUMS
Freestanding Works by Members of Usdan’s Honors Art Internship
In Manhattan: March 1 – April 4 at The Lobby Gallery, 430 Park Avenue
On Long Island: April 5 - May 2 at the Tilles Center for the Arts
Free and Open to the Public
Works by students of Usdan Center for the Creative and Performing Arts’ Honors Art Intensive will be exhibited at two public spaces during March and April 2011. Previous pieces by these students have been presented at major public venues in New York City and on Long Island.

Usdan Center (www.usdan.com) is the nationally renowned summer arts day camp now entering its 44th season. Usdan is situated on a 200-acre woodland campus in the Huntington area of Long Island. Featuring more than 40 programs in music, dance, theater, visual arts, creative writing, camp, and ecological studies, Usdan Center has introduced the arts to more than 50,000 children, ages 6-18. Most programs are open to all, with no auditions required, and children attend from Long Island, New York City, and throughout the Tri-State Area, many on scholarship. Usdan alumni include Natalie Portman, Mariah Carey, and Will Smith. They have members of professional casts, and major music and dance ensembles.

From March 1 – April 4, the exhibit, titled Self-Defining Mediums, freestanding works covering a variety of themes -- several tied to current world issues -- runs at The Lobby Gallery at 430 Park Avenue in Manhattan; the exhibit then travels to Long Island, where it will be presented April 5 to May 2 in the Atrium at Tilles Center for the Performing Arts on the C.W. Post Campus of Long Island University in Brookville, hosted by Tilles Center. In both venues, the exhibit is free and open to the public.

The Usdan Honors Art Intensive, a selective, pre-professional program with 11th and 12th grade students whose work has been exhibited at the Heckscher Museum, the Huntington Library, and the Lobby Gallery, premiered the exhibit August 2-9 at the North Gallery at Usdan Center. The artists are Sarah Hartigan, Kyle Montemuro, Mirella Nappi, Rebecca Siosoki, Emily Rabinowitz and Brand Wall. The Intensive, taught by Craig Mateyunas and his assistant, Hillary Broder, with guidance from Rochelle Morgan, Art Department Chair, has been a year-round selective program of advanced studio art, museum studies, and career preparation.

Tilles Center, Long Island’s premier concert hall, has long hosted exhibitions in its public spaces by faculty and students of the C.W. Post Art Department from local schools, and professional artists.

More than 1500 students annually attend Usdan Center, transported by air-conditioned buses. The Center, at 185 Colonial Springs Road in Huntington, is open to all young people from age 6 to 18. Although the mission of the Center is to offer every child the chance to experience the arts, the unique stimulation of the Center has caused many to go on to careers. Usdan is an agency of the USA-Federation of New York.

The Center is currently hosting several Open Houses for its 2011 season, on Sundays March 27 and May 15, 2011; and Wednesdays: February 23 and April 20, 2011. For information, call (212) 772-6060 or (631) 643-7900, write to open-house@usdan.com, or visit www.usdan.com. #
New York City • MARCH/APRIL 2011

Comprehensive Autism Treatment Center Coming to NewYork-Presbyterian Hospital

NewYork-Presbyterian Hospital, along with its affiliated medical schools Columbia University College of Physicians and Surgeons and Weill Cornell Medical College, announced its collaboration with the New York Center for Autism to establish the Institute for Brain Development, a comprehensive, state-of-the-art institute dedicated to addressing the pressing clinical needs of individuals living with autism spectrum disorders and other developmental disorders of the brain, across their lifespan.

The institute’s campus on the hospital’s 214-acre campus in White Plains, N.Y., will be a center of excellence for best-practice evaluation and treatments. It is expected to open in 2012 and will be a resource for community-based providers and families.

According to the U.S. Centers for Disease Control and Prevention, autism spectrum disorders affect one in 110 children and one in 70 boys. An estimated 1 million to 1.5 million American adults and children live with an autism spectrum disorder.

Through an integrated clinical program and affiliations with other organizations, the Institute for Brain Development will create a fertile environment for the development of innovative diagnostic and treatment services, training of health care professionals from diverse disciplines, and the rapid integration of findings from clinical and translational research into practice.

The New York Center for Autism, led by Laura Slatkin and Ilene Lainer, and with a generous contribution from Marilyn and James Simons of the Simons Foundation, has provided essential guidance and support in the formation of the Institute for Brain Development. Additional support for the institute is provided by Autism Speaks, North America’s largest autism research and advocacy organization, founded by Hospital Trustee Bob Wright and his wife, Suzanne.

“We are sincerely grateful for the support of the autism community, especially New York Center for Autism’s contribution and leadership as well as the seed money from Marilyn and James Simons, which make the Institute for Brain Development possible,” says Dr. Herbert Pardes, president and CEO of NewYork-Presbyterian Hospital. “Their dedication to improving health care resources for patients with autism spectrum disorders will change the lives of countless individuals and their families.”

“As parents of an autistic child, my husband, Harry, and I are especially gratified that the New York Center for Autism could play such an important role in making this Institute a reality,” says Laura Slatkin. “We are honored to be working with three outstanding institutions to bring this important initiative to fruition.”

The Institute for Brain Development will care for patients at all life stages, from infancy through adulthood, with the whole spectrum of developmental disorders including autism and those with Asperger’s syndrome and high-functioning autism.

For children with autism, the institute will take a unique approach that works closely with their families and provide the most sophisticated care under one roof.”

Alongside its mission of comprehensive care, the institute will support work to advance effective new treatments and train the next generation of brain development specialists. “Cutting-edge research and innovative clinical techniques allow us to provide the most advanced care for children and adults with autism,” says Dr. Bradley Peterson, chief of child and adolescent psychiatry at NewYork-Presbyterian Hospital/Columbia University Medical Center and director of MRI Research at Columbia University College of Physicians and Surgeons. “For example, one of the more unique treatment methods that is currently being developed here at NewYork-Presbyterian is the use of computer-based techniques to teach non-verbal children with autism how to read. By using written language and mathematics, which operate on different neural systems than spoken words, we’re taking a novel approach to engage thoughtful communication in these children.”

“Autism treatment and research is a top priority at NewYork-Presbyterian, Weill Cornell Medical College and Columbia University Medical Center,” says Dr. Jeffrey Lieberman, chairman of the Department of Psychiatry at Columbia University College of Physicians and Surgeons and psychiatrist-in-chief at NewYork-Presbyterian/Columbia University Medical Center. “The establishment of the Institute for Brain Development is a critical component of a major initiative to understand the nature of this devastating illness, to develop treatments to limit its effects, and ultimately to prevent its occurrence.”

In Nashville, Tenn., a new program to attack childhood hunger and obesity caused by poor nutrition combines hands-on gardening experience with classroom instruction to show children how to make the right choices in what they eat.

The gardening experience happens at the historic Glen Leven estate, a pre-Civil War, 66-acre urban farmstead and home five miles from The Hermitage Hotel that is owned by the Land Trust for Tennessee. In April 2010, under the direction of Executive Chef Tyler Brown, the hotel planted a period garden at Glen Leven using sustainable farming practices. Throughout the 2010 growing season the garden not only supplied the hotel’s four-star restaurant, the Capitol Grille, it also produced additional crops that were distributed to Nashville-area charitable organizations.

The new educational program resulted from a field trip in September when The Land Trust invited LEAD Academy seventh-grade students to visit Glen Leven — an opportunity for some of the students to visit a farm for the first time. From this initial visit, the partnership between the hotel, the Land Trust and the charter school grew into a year-long program about food and good nutrition that reinforces classroom lessons with experience in the Glen Leven garden.

Using the garden at Glen Leven as a backdrop for learning was a natural fit. “Not only do the students learn from what we share with them but they also have a chance to experience a bit of nature right in the middle of the city,” said Brown.

After the students’ visit to the garden, Brown met with LEAD Academy faculty to design programming for the rest of the school year that incorporates food and nutrition into the school’s core curriculum. More than 90 percent of the students who attend LEAD Academy are on the free- or reduced-lunch program so incorporating a program about nutrition into the learning process is crucial. Brown was inspired to work on this program by his continued work with Share Our Strength, an organization focused on ending childhood hunger by 2015.

Chef/ Farmer Tyler Brown

Brown visits LEAD Academy every other month to serve a delicious lunch and talk with students about how his work relies on the kinds of knowledge the students are learning. For example, during his first visit to the school in November Brown talked about how preparing meals uses the knowledge of ratios and proportions that the students were studying. After meeting with the students, Brown shares a nutritious lunch prepared with vegetables from the Glen Leven garden and meats provided by area farmers whose methods and stock meet his high standards.

The topics of upcoming sessions will include social studies, with a focus on how different cultures have influenced Southern Cuisine; history, where the students will explore historic menus to learn why and how our eating habits have changed, and the science of food, with a strong emphasis on the chemistry of cooking. Students will also visit Glen Leven again in the spring when Brown, his staff and a group of The Land Trust’s volunteers begin planting in the garden.

**Nashville’s Only Four-Star Restaurant Teams Up With Charter School for Nutrition Education**

Capital Grille of the Hermitage Hotel
Anticipating Heads and Tails

By ALFRED POSAMENTIER, Ph.D.

With the recent emphasis on the study of probability at many secondary school grade levels — where not so many years ago the topic was relegated to the end of the Advanced Algebra course — there are many misconceptions that need to be addressed, as well as enlightenments that can, and ought to be introduced. Take for example, the person flipping a coin nine times gets all heads. The usual thinking is that on the next try — the tenth — a tail will surely come up. Not true! Each flip of the coin is independent of the previous ones. This is a misconception that ought to be emphasized at the earliest stages of the study of probability.

There are many skillful ways to investigate probability questions. Here is a lovely little example that will show how some clever reasoning, along with algebraic knowledge of the most elementary kind, will help solve a seemingly impossibly difficult problem.

Have your students consider the following problem:

You are seated at a table in a dark room. On the table there are 12 pennies, 5 of which are heads up and 7 are tails up. (You know where the coins are, so you can move or flip any coin, but because it is dark you will not know if the coin you are touching was originally heads up or tails up.) You are to separate the coins into two piles (possibly flipping some of them) so that when the lights are turned on there will be an equal number of heads in each pile.

Their first reaction is likely to be: “You must be kidding! How can anyone do this task without seeing which coins are heads or tails up?” This is where a most clever (yet incredibly simple) use of algebra comes into play. Here is an example that will show how some clever reasoning, along with algebraic knowledge of the most elementary kind, will help solve a seemingly impossibly difficult problem.

Let’s cut to the quick. You might actually want to have your students try it with 12 coins. Here is what you have them do. Separate the coins into two piles, 5 and 7 coins, respectively. Then flip over the coins in the smaller pile. Now both piles will have the same number of heads! That’s all!

They will think this is magic. How did this happen? Well, this is where algebra helps understand what was actually done.

Let’s say that when you separate the coins in the dark room, h heads will end up in the 7-coin pile. Then the other pile, the 5-coin pile, will have 5-h heads and 5-(5-h) = 5-h tails. When they flip all the coins in the smaller pile, the 5-h heads become tails and the 5 tails become heads. Now each pile contains h heads! What an awed reaction you will get! #

Dr. Alfred Posamentier is dean of the School of Education and professor of mathematics education at Mercy College. He is also author of over 45 Mathematics books, including: Mathematical Amazements and Surprises (Prometheus, 2009) Math Wonders to Inspire Teachers and Students (ASCD, 2003), and The Fabulous Fibonacci Numbers (Prometheus, 2007), and member of the New York State Mathematics Standards Committee.

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The Ranking Game: Who wins, who loses?
International University Rankings and the Race for World-Class Status

By RACHEL GELLERT

It seems that nowadays everything can be measured by rank. Our society craves to discover who or what is number one. In this competitive atmosphere success is only measured by being named the best with no regard to what it takes to get there. This system may work perfectly for finding the finest pizza in Manhattan, but is it really a productive way to compare top-tier international universities?

Jürgen Enders, director of the Center for Higher Education Policy Studies (CHEPS) at University of Twente, says no. At a seminar called “International University Rankings and the Race for World-Class Status,” hosted by The Steinhardt Institute for Higher Education Policy at NYU, Enders discusses that ranking systems have a social order that has begun to affect the structure of higher education both nationally and internationally.

An organized list clearly ordering the top universities significantly reduces complexity for prospective students, professors and employers. While desperately wanting to know which university is first, we forget that there is really little difference between rank number one and number two. In reality, says Enders, “there is barely any significant difference between number one and number ten.” However, this race for winning status creates a ‘fast-food’ culture in which universities depend on a cycle of reputation, money, and self-fulfilling prophecies to stay competitive, sometimes at the cost of students’ best interests.

Enders reminds us that rankings only reflect the aspects of higher education we can accurately measure. This results in a widespread emphasis on things like reputation by peer appraisal, industry income, library size and the number of times faculty members are cited in scholarly journals. The Times Higher Education rankings use surveys of academic reputation to make up nearly 34.5 percent of their total. However, as Einstein said, quoted so accurately by D.D. Guttenplan of the New York Times in an article about university rankings: “Not everything that can be counted counts, and not everything that counts can be counted.”

Enders also discussed the great deal of bias that plays into the development of any ranking system, especially one that has been developed by the epitome elite of a certain discipline. For instance, he explains how certain types of research are weighted more heavily than others and there is a great bias to the field of science. Since universities are ranked on a whole, international rankings systems tend to favor older, larger, and more comprehensive universities. While revealing the formula behind many top rankings, Enders makes it clear that the best bet for improvement would not be to eliminate rankings, but rather to regulate and limit competition and make the rankings system more transparent.

Enders and Frank Calhoun both agree that international university rankings need to switch their focus and use field-based, adoptive criteria to systems. Enders describes how it is impossible to have a top-tier international university without a well-established engineering and/or medical school. There is also a strong bias toward English, dictated by results universities lose faculty members publish in other languages. Craig Calhoun, University Professor of Social Science at New York University adds to the conversation by highlighting how the rankings system solidifies many class inequalities and limits the accessibility of higher education.

Calhoun describes how financial aid is no longer given out on an entirely need-based system. Many universities spend incredible amounts of money competing for the small number of top students who have the high scores and grades to raise overall rankings. This leaves significantly less money for the other students who actually need tuition assistance. Calhoun makes Enders’ point abundantly clear: “As resources are devoted to this highly expensive race for world-class status, nation-specific goals for access, equity, and quality teaching may suffer.”

The focus, Frank concludes, is no longer on being the best university, but rather on being ranked as the best university. It is an unfortunate game where there are lots of losers and very few winners. Universities begin to imitate the “top” universities in order to up their rankings, but Frank adds this merely results in standardization across the board, financial waste, and a neglect of the wider purposes of higher education.

It is comforting and secure to think that a numerical formula can accurately determine the best and most influential universities, but realistically this is not the case. However, when asked if society could ever truly turn away from the rankings system, Enders replies “most likely not.” Enders goes on to explain that society relies heavily on the simplicity that rankings supply. He acknowledges the competitive nature inherent between organizations and points out that while this global competition is perhaps unproductive, it gives the field a rarely critiqued sense of structure. Therefore, Enders advises that the best bet for improvement would not be to eliminate rankings, but rather to regulate and limit competition and make the rankings system more transparent.

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My Lunch Box Project

By ELAN ROMERO

I made a recycling project out of juice pouches. My project was a lunch box. It is important because it saves the world. It helps the environment. It’s recycling. It makes the dump not grow. The way I made it is I got about 50 juice pouches from my friends. First I got 8 for the sides, then 4 more for the other sides. I tapes the sides together, and, tata! You have a lunch box in the display case at Wagner College.

I had help from my brother and my mom. I had lots of fun, but it was lot of work. There are much more ways to save the planet. Remember to recycle and make people happy. #

Traditions

By Grace Mooney

Traditions.
They keep us close.
They keep memories alive.
They keep families from disconnecting.
They stop the “lost contact”,
the fake smiles,
the stiff hugs,
the small talk.

They make families
into families.

Grace is a seventh grader at East Side Middle School.
Imagine teenagers dreaming about snorkeling above a coral reef, swimming in the warm clear waters among parrotfish, sea turtles, yellowtail, angelish and sergeant majors over dozens of coral reefs. As the teens start to consider career choices, they decide they want to be the next Jacques Cousteau, and to teach future generations of marine biologists. Then during the following school year, they convince their parents, science teachers, principals and school superintendents to convert an abanoned hotel in Newfound Harbor to life by transporting their science classrooms to the tropical shoreline described in their textbooks, shown on TV’s best nature programs, and posted on YouTube. As the teens get older and start to consider career choices, they decide to study oceanography, which includes an internship with an oceanographer and one of the world’s most unique ecosystems. Years later, a job in ecology or research opens up and they start their careers in paradise.

SEACAMP MARINE SCIENCES SUMMER CAMP

By ADAM SUGERMAN

Imagine teenagers dreaming about snorkeling above a coral reef, swimming in the warm clear waters among parrotfish, sea turtles, yellowtail, angelish and sergeant majors over dozens of coral reefs. As the teens start to consider career choices, they decide they want to be the next Jacques Cousteau, and to teach future generations of marine biologists. Then during the following school year, they convince their parents, science teachers, principals and school superintendents to convert an abandoned hotel in Newfound Harbor to life by transporting their science classrooms to the tropical shoreline described in their textbooks, shown on TV’s best nature programs, and posted on YouTube. As the teens get older and start to consider career choices, they decide to study oceanography, which includes an internship with an oceanographer and one of the world’s most unique ecosystems. Years later, a job in ecology or research opens up and they start their careers in paradise.

The Seacamp Marine Sciences Summer Camp, which is located in the dream-like setting of Big Pine Key and No Name Key, 10 miles east of Key West and 110 miles southwest of Miami, founded its camping program on the grounds of a defunct hotel in 1966. According to Judy Gregoire, the director of the school program, over 300,000 campers have spent part of the summer at Seacamp. Youths from ages 12 to 17 can spend an 18-day residential experience in the summer or a five-day camp experience during the school year that includes interactive marine science education courses with snorkeling trips to the local coral reef, hands-on laboratory learning, sailing, SCUBA diving, windsurfing, arts and crafts, kayaking and canoeing. Chuck Brand, who has been with the camp for over 25 years, is proud of Seacamp’s environmental ethic, which is to cultivate a deep appreciation for the fragile natural world, which helps lead students to become global citizens and makes learning fun and meaningful.

Campers live in a dormitory setting with a community dining hall. Students participate in various courses and classes daily to learn about the coral reef in the waters and low-lying islands of the Florida Keys National Marine Sanctuary, but also in the National Key Deer Refuge. At twilight, key deer, an endangered endemic species, roam the area. A typical day for a camper is to eat a hearty breakfast and then to take part in a class or work shop outdoors or in a laboratory. Campers have an array of activities from which to choose. Students might measure the depths of sea grasses and the corals, catch small fish, and see how warm water to identify sea life. Or they might learn about sharks in the classroom, with frequent interruptions from excited scientists who have spotted a young nurse shark at the end of a flag. At lunch, students might take a flat boat ride where the white deck serves as a writing board for the instructor, or they can go snorkeling in Looe Key, which is a groove and spur reef, and part of the reef system that parallels the Florida Straits’ side of the Keys. After dinner, campers get together for a dance and picnic of campers cooking at a camp kitchen or one of the labs. During the day, there are pockets of free time where students can hone their basketball skills or hang out with their friends.

Seacamp Marine Sciences Summer Camp, Newfound Harbor Marine Institute

NJ Panel Grapples with Education Technology Issues

By JUDITH AQUINO

More efforts are needed to promote professional development and garner the support of decision-makers to help schools implement advances in technology, said panelists at a New Jersey technology conference.

Hosted by Optimum Lightpath, a division of Cablevision Systems Corporation, the New Strategies to Transform Schools conference took place in September and brought together more than a hundred educators, administrative leaders and technology specialists.

“The world and the workforce are changing rapidly and our students need to keep up,” said keynote speaker Gene Longo, manager of Learning and Development at Cisco Systems. “We need to do a better job of getting the tools into the room just to answer questions.”

Keynote Speaker Gene Longo

The problem is many tools, such as interactive whiteboards, are expensive, said Ed Hayward, director of technology at Bergen County Vocational Schools Department of Education.

“We get a lot of requests for bells and whistles from teachers. But we have to go back to professional development because without that, all these fancy tools aren’t useful,” Hayward said.

An area where advances in technology are being successfully implemented is in “virtual field trips,” said Cathy Timpone, director of Curriculum and Technology at Park Ridge Public Schools.

“Video conferencing is a great way to connect with classrooms around the world,” said Timpone.

“One of our middle schools used it to connect with a class in Japan. You could see how excited the students were to speak with students on the other side of the globe. Parents were crowding into the room just to watch.”

During the conference, Optimum Lightpath also awarded $100k in grants to 10 New Jersey elementary and high schools. The grant recipients were chosen based on how the funds would be used to create new initiatives and improve the overall education experience. Some of the programs that will be funded include opening a community computer lab, establishing a community computer lab, establishing a summer media program, and creating a summer media program.

For many young people in this country the thought of reaching economic advancement through academia is nothing more than a dream, no matter how hard they work. Juan-Carlos, who wishes to only be identified by his first name, is one of those people. Juan-Carlos graduated two years ago from a five-year accelerated program earning both a bachelor’s degree in math and master’s degree in education. He should be in the prime of his career, but instead he is one of millions of young illegal immigrants who are held back by their status.

Juan-Carlos came to the United States from Mexico when he was 11. His family made their way to New York City and Juan-Carlos attended Queens International High School. There he graduated in 2006. After graduation, a 4.6 GPA was enough for him to get into a community college or a four-year college.

“Away I want to do is teach,” emphasized Juan-Carlos. “Education is my passion.”

He is also an activist for immigration rights. He recently spoke at the New York Immigration Coalition’s annual meeting. In early December of last year he spoke on behalf of the Development, Relief, and Education of Alien Minors (DREAM) Act. It would offer students who meet certain criteria a pathway to citizenship. The DREAM Act would allow students who meet certain criteria a pathway to citizenship. The DREAM Act would allow students who meet certain criteria a pathway to citizenship.
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Dr. Jane Goodall Delivers Keynote at Second Annual Expo at NYU

By RACHEL GELLERT
The energy was contagious in NYU’s Eisner and Lubin Auditorium as over 250 excited local public middle and high school students proudly displayed their team science projects at the second annual Sci-Ed Innovators Expo & Symposium.” NYU Steinhardt School of Culture, Education, and Human Development and the Jhumki Basu Foundation sponsored the event that aims to strengthen engagement in the sciences and encourage hands-on project-based learning in the classroom.

The expo commemorates the work of the late Jhumki Basu, Steinhardt faculty member and dedicated science educator. The Jhumki Basu Foundation, established by Jhumki’s parents, works to make excellent science education available to students in resource-starved schools. The foundation selects dedicated science teachers, many of whom were involved in the expo, and turns them into “Sci-Ed Fellows,” a community of professionals who can share ideas and techniques in order to transform the quality of science education. Looking around at the colorful posters, creative exhibits and incredible PowerPoints, it is clear the Jhumki’s legacy lives on in these future scientists.

Teachers, reporters and other guests crowded around the display tables as each student team eagerly explained their particular project. Camila Quintero of East Side Middle School and her teammates read an article about Devils Lake in North Dakota and were horrified to learn that glacier melting is causing the lake to overflow with devastating consequences. So the team made a model version of Devils Lake to demonstrate the problem, complete with a system of tubes to control the lake’s elevation and salinity. “It was so much better than any other project,” says Quintero. “We actually learned something and we wanted to help.”

Just as inspiring was a social action project exposing the crisis of child slavery hidden in the chocolate industry. Diana Drake, Sorene Mews and Sofia Carrillo of Chestnut Ridge Middle School spoke with incredible knowledge about young children harvesting cocoa beans for little continued on page 24
I am so proud of the work that’s being done at Kingsborough Community College today. The college’s mission is to educate students, empower communities and inspire the people of New York City to become the best they can be. The work we did together was important. We believed in our mission, our vision, and our students. We were friends for a long time and he was my most important mentor. He encouraged me, supported my work, challenged me to go further, and taught me so much about education, about people and about life. In fact, I would have never gone as far as I have in higher education without his guidance and support. Mary Anne Schwalbe, who passed away only two years ago and who led the Women’s Refugee Commission for many years was another important mentor and close friend. I met Mary Anne when she was a trustee of Marymount Manhattan College and I looked to her as a role model for the type of person I would like to be. Her commitment, enthusiasm and caring for her students, her college and the University (a position I would not have considered for high-level administrative positions but increasingly the private sector) was an inspiration to many. A fine human being and one of the most vulnerable young mothers, her lfestyle, her teaching, her life, her commitment, her leadership and her influence on the lives of so many made her an inspiration to so many. She will be missed by all of us who knew her, loved her, and benefited from her example and her influence on so many lives. Dr. Goodall took the stage and greeted the audience with a lively chimp call, sparking smiles and applause across the room. Dr. Goodall spoke of her advice from Dr. Jane Goodall, the famous primatologist and U.N. Messenger of Peace. The symposium opened with Steinhardt Dean Mary Brabec and NYU President John Sexton congratulating both students and teachers on their hard work. Then, with teary eyes, Radha Basu, Jumuki’s mother and co-founder of the foundation, described her daughter’s impressive life and introduced Dr. Goodall as her daughter’s all-time hero. At the time I was president of Marymount Manhattan College, I learned and was strongly impressed by Dr. Goodall’s work and commitment. I was so proud of the work that’s being done at Marymount Manhattan College and I looked to her as a role model for the type of person I would like to be. Her commitment, enthusiasm and caring for her students, her college and the University (a position I would not have considered for high-level administrative positions but increasingly the private sector) was an inspiration to many. A fine human being and one of the most vulnerable young mothers, her lfestyle, her teaching, her life, her commitment, her leadership and her influence on the lives of so many made her an inspiration to so many. She will be missed by all of us who knew her, loved her, and benefited from her example and her influence on so many lives.
CUNY Chancellor Re-imagines Funding Possibilities

By JENNIFER MACGREGOR

Matthew Goldstein, the chancellor of the City University of New York, spoke at the Harvard Club of New York City last week. "The new reality in higher education is in crisis mode because of budget deficits, and administrators have to be creative when they look for ways to continue their mission of educating the public."

Goldstein lamented the $241 million in budget cuts to CUNY, giving the backdrop that New York is not the only state to have to make similar cuts in this time of economic crisis. In 2008, 43 states either cut funding or raised tuition for their public higher-education institutions. This is especially taxing for CUNY, since 80 percent of the nation’s high school students attend a public college or university.

"This is a time when we need more college graduates, educated to higher levels. Instead, we’re losing ground," he said. "This is nothing less than a national security issue."

Goldstein acknowledged the accomplishments of Zujaja Taeque, a Brooklyn College student who was awarded one of 32 Rhodes Scholarships this year. She is part of the Macaulay Honors College and Coordinated B.A.-M.D. Program, a combined degree program that prepares students for medical studies at Downstate College of Medicine of the State University of New York.

The United States ranks 30th in the high school completion rate among industrialized nations and 16th in the college completion rate. The ranking is even lower for those who graduate with degrees in science and math.

Goldstein said that it was imperative for CUNY to address the issue of how to educate our country’s citizens without public support. He said that when he was president of Baruch, he realized he needed to spend more time raising private money instead of “walking the halls in Albany.” Today, philanthropic donations to the university are $200 million annually.

The chancellor explained that philanthropy will be just one facet of a multi-angle approach to financing. The CUNY Compact, he said, is a funding model that will include public-private partnerships in fields such as real estate and e-textbook publishing.

"We cannot gamble with the talent that will drive New York’s competitiveness in the decades ahead. It’s the most important investment we can make in New York’s future," he said.

Nancy Zimpher

Dr. Jamshed Bharucha, President, The Cooper Union

By JOAN BAUM, Ph.D.

Some people may not know or remember the full name of Cooper Union, the world-renowned higher education institution for engineering, architecture and technology, located in Lower Manhattan. It is The Cooper Union for the Advancement of Science and Art. They may not also recall that the inventor, industrialist and philanthropist Peter Cooper established the college in 1859, the year that the great scientist, humanitarian and writer Charles Darwin published his groundbreaking evolutionary treatise, “On the Origin of Species By Means of Natural Selection.” It was a time, then, when “science” was part of Natural Philosophy and when intellectual inquiry encompassed physical and aesthetic disciplines.

For Dr. Jamshed Bharucha, who will assume the presidency of the Cooper Union this July, the full name of the college not only reflects the multidisciplinary ideals of its founder, but, Dr. Bharucha believes, invites interdisciplinary and global enhancement of the school’s mission — “taking it to the next level” — in ways that Peter Cooper would have approved. Archival records, which the new president is enjoying reading, show that in emphasizing both art and science as essential to higher education, Peter Cooper “was ahead of his time.” Dr. Bharucha also believes that encouraging philanthropic support for the school’s continuing curricular innovation is consistent even today. Cooper Union has the enviable distinction of being the only free institution of higher education in the city. Philanthropy, a distinctively American enterprise, he points out, carries on Peter Cooper’s belief in meritocracy and passion for social justice, and it will be most welcome as the college moves to implement new curricular changes, especially in the area of technology.

Last year, 3,345 students applied for a freshman class of 214, making the Cooper Union one of the most selective colleges in the country. Sure, free tuition is a motivating factor in applications and historically a “cherished aspect” of the college, but it is not the main reason students want to come to the college, Dr. Bharucha says. Cooper Union’s reputation for providing cutting-edge learning and career opportunities, plus fostering small classes and close student-faculty relationships, makes it particularly desirable.

Many architectural and engineering firms are increasingly taking on projects in China, India and Africa, and graduates of the Cooper Union are educated to address those needs not only with skills, but with cultural sensitivity.

For Dr. Bharucha, Peter Cooper’s dedication to ensure that the best and brightest could pursue higher education without being hindered by financial need has special resonance since the 54-year-old new president came to the United States from India at 17 to attend Vassar College on a full scholarship. But Dr. Bharucha also feels personally attached to the founder’s attention to art and science. A scholar with impressive research credentials in neuroscience, he is also an amateur violinist. Before moving to Cooper Union, Dr. Bharucha was provost and senior vice president of Tufts University where, significantly, he served on the faculty of three academic departments — music, psychology and neuroscience.

He talks as easily about computer technology as about the last movement of Mendelssohn’s Octet in E-flat major, which he hopes will be performed at his inauguration.

It’s easy to imagine that the amiable present-lect will follow in the footsteps of his men-

talизированные тексты с предыдущих страниц — 64 института работают в совместном проекте. Эти инициативы важно внедрить, чтобы решить навсегда проблему образования.

Американские университеты по-прежнему дожидается финансирования, особенно в отношении тех, кто не может позволить себе обучение, но хочет стать ученым. Поэтому участие в международных проектах — это не только способ поддерживать стратегию развития университетов, но и способ усилить международное партнерство в области образования.

Американские университеты предлагают новые модели финансирования, включая различные виды пожертвований, которые могут помочь финансировать образовательные программы на долгосрочную перспективу. Это может быть формой платного обучения, грантов, направленных на конкретных студентов или целевых целей, а также программы финансирования научных исследований.

Таким образом, актуальность задач, связанных с финансированием образования, возрастает. Необходимы дальнейшие исследования и разработки, чтобы усилить финансовые механизмы, которые могут обеспечить устойчивое развитие академического сообщества в США и за границей.
Art and Medicine Merge in Tibetan Medical Exhibit

By JENNIFER MACGREGOR

Nine Tibetan Lamas from the Drepong Loseling Monastery created a “Medicine Buddha” sand mandala after a prayer ceremony that included meditation, chanting and instrument playing at the American Museum of Natural History in New York, as part of an exhibit that merged science and art through Tibetan medical painting.

Khen Rinpoche Geshe Kachen Lobzang Tseten, the abbot of the Tashi Lhunpo Monastery in Tibet, explained to visitors of the museum that they were creating the mandala for the “benefit of all sentient beings.” The mandala, he said, is like a GPS for a spiritual journey, guiding the prayers of all who came to participate. He explained the process of making the mandala, which would be completed over a six-day period. The whole process was visible to guests at the museum.

A class of first-grade students from the Carl C. Icahn Charter School in the Bronx watched as the monks performed the sand mandala ceremony. Their teacher, Lissette Aldebot, has been teaching her students to meditate and practice yoga every morning. She said the positive change in the students’ behavior was major after she started the meditation lessons.

The Lamas made a procession through the museum Space in the Spirit and Exhibit of Tibetan medical paintings. Laila Williamson, the curator of the exhibit and the senior scientific assistant in the division of anthropology, said that the 54 paintings on display March and April are great months to come to Logos Bookstore as there are many books, cards and gift items for St. Patrick’s Day, March 17, 2011. Storytime led by Lily. April 24, 2011 and Passover, April 19-26, 2011.

Special events for these months are:

• Wednesday, March 9, 2011 at 7 p.m.- Kill Your TV Reading Group will discuss The Finkler Question by Howard Jacobson.

• Monday, March 14, 2011 at 7 p.m.- The Sacred Texts Group led by Richard Curtis will continue its discussion of the Book of Acts and The Talmud.

• Friday, March 18, 2011 at 7 p.m.- Mary Pat Kelly, former Columbia Pictures and Paramount Pictures screenwriter as well as associate producer of Saturday Night Live, will discuss her Irish family saga novel, Galway Bay.

• Every Monday at 11 a.m.- Children’s Storytime led by Lily.

Coming in April: KYTV Reading Group will discuss Mrs. Lincoln by Catherine Clinton, Wednesday, April 6, 2011 at 7 p.m.

Linda Macaulay continued from page 15

“Who am I talking to?” unless the connection is bad or you don’t know the person. This is actually very difficult for your brain to process. And if you can do it, which we all can, you can learn the bird sounds, too.

Accomplishments You’re Proud Of: I have dedicated the past 20 years to the study of ornithology and to the support of wildlife. As a research associate of the Cornell Laboratory of Ornithology I have been able to travel the world recording bird and animal sounds and documenting their behavior and geographic variation. I have recorded thousands of sounds from 2,660 species of birds, in over 50 countries, on six continents along with numerous animal and other natural sounds, amassing one of the largest collections in the world. My work has resulted in the first recordings ever made in the world of a number of species like Whitehead’s Ibis from Mombasa, Kenya in 1969; a White-fronted Heron from Argentina in 1968; a Southern Big Brown Bat from Australia in 1972; the first recordings of the Greater Sage Grouse, a species that is native to the United States but has been isolated for a very long time, making them of great interest. Again the birds in New Zealand have resulted in the first recordings of the Madagascan Cuckoo, a species that is isolated in Madagascar; the White-headed Whistler from Australia; the Blue-capped Rock Thrush from New Guinea, and the Madagascar Sunbird from Madagascar.

Pres. Jennifer Raab continued from page 14

Master Plan for growth, but no strategy or money to implement it. And there was very little in the way of significant fundraising, Hunter’s reputation for making the American dream possible for count- less immigrants, minorities, and children from lower-income families was threatened by its inabil- ity to leverage the talents of its students and transform itself into a dynamic 21st-century university. For a Hunter diploma to once again represent something of great value, it was crucial to both demand excellence of students and faculty and recapture the status of a Hunter education in the New York community. We have improved academic standards, invested significantly in the sciences, and added new programs, such as our MFA in Creative Writing. We have restored the

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Blackbirds Win on Senior Day, 86-72

By RICHARD KAGAN.

Amid all the excitement and hoopla surrounding St. John’s Redstorm’s terrific season, The Long Island University Blackbirds have created a season to remember for their followers in Brooklyn. LIU has had a great season this year with an impressive 24-5, 16-2 record. LIU won the Northeast regular season with a 16-2 mark and defeated Central Connecticut State University 86-72, in their last regular season home game. Head Coach Jim Ferry and his team own the best road win record in the country, 13-3, and are ranked one of the top teams in the nation with a rebound average close to 42 rebounds per game. Their offense is also in high gear, scoring over 82 points per game, putting them in the top-ten teams in Division I play.

This season has been the culmination of a lot of hard work by the two senior starters, David Hicks and Kyle Johnson, who are also guards. They have both played in 120 LIU games, a career record. Hicks led the team in scoring against CCSU with 22 points, highlighted by 3 quick shot made from long distance, accounting for 9 points, which secured the lead for LIU in the second half.

“We have something really special here,” says Jim Ferry, head coach of LIU. The team has the most wins of any team playing in the New York metropolitan area this season. LIU has a lot of depth — players who can come off the bench and do a great job. Reserve guard Jason Brickman, a freshman, has been just been named NEC Rookie of Week for his performance. C.J. Garner, a sophomore guard, starts, and gives the Blackbird an additional man to direct and move the offense, which is aggressive and high flying, a suitable description for the Blackbirds. Sophomore forward Kenny Onyechi came off the bench and scored 16 points against CCSU.

Julian Boyd, the NEC Rookie of the Year in 2008-2009 for LIU is a talent with natural scoring ability. At 6-foo7 and 240 pounds, he is a physical presence with a great shooting touch. Boyd scored 17 points and grabbed 13 rebounds in the win over CCSU. His body knows when to stop, pivot and shoot. He’s an offensive force.

“We have the ability to wear people down,” said Ferry. Perhaps that is why LIU has a higher shooting percentage in the second half. His teams create separation by having a “wave of players” coming at you, mentally ready and aggressive. Against CCSU, LIU shot a hot 64.3 percent in the second half. The team made 5 of 10 three-point attempts. LIU was trailing CCSU 36-34 at the half. But LIU made its shots and gradually pulled away to take a six-point lead with eight minutes left to play. Then Hicks went to work. He found his spot about 24 feet from the basket and fired a bomb. It went in. Then two more quick shots and LIU had a 74-59 lead it never gave up. “My teammates found me,” Hicks noted. “Coach told me to find my lane, spot up, and make sure my feet are squared.” #

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Blackbirds Win on Senior Day, 86-72

By RICHARD KAGAN.

Amid all the excitement and hoopla surrounding St. John’s Redstorm’s terrific season, The Long Island University Blackbirds have created a season to remember for their followers in Brooklyn. LIU has had a great season this year with an impressive 24-5, 16-2 record. LIU won the Northeast regular season with a 16-2 mark and defeated Central Connecticut State University 86-72, in their last regular season home game. Head Coach Jim Ferry and his team own the best road win record in the country, 13-3, and are ranked one of the top teams in the nation with a rebound average close to 42 rebounds per game. Their offense is also in high gear, scoring over 82 points per game, putting them in the top-ten teams in Division I play.

This season has been the culmination of a lot of hard work by the two senior starters, David Hicks and Kyle Johnson, who are also guards. They have both played in 120 LIU games, a career record. Hicks led the team in scoring against CCSU with 22 points, highlighted by 3 quick shot made from long distance, accounting for 9 points, which secured the lead for LIU in the second half.

“We have something really special here,” says Jim Ferry, head coach of LIU. The team has the most wins of any team playing in the New York metropolitan area this season. LIU has a lot of depth — players who can come off the bench and do a great job. Reserve guard Jason Brickman, a freshman, has been just been named NEC Rookie of Week for his performance. C.J. Garner, a sophomore guard, starts, and gives the Blackbird an additional man to direct and move the offense, which is aggressive and high flying, a suitable description for the Blackbirds. Sophomore forward Kenny Onyechi came off the bench and scored 16 points against CCSU.

Julian Boyd, the NEC Rookie of the Year in 2008-2009 for LIU is a talent with natural scoring ability. At 6-foo7 and 240 pounds, he is a physical presence with a great shooting touch. Boyd scored 17 points and grabbed 13 rebounds in the win over CCSU. His body knows when to stop, pivot and shoot. He’s an offensive force.

“We have the ability to wear people down,” said Ferry. Perhaps that is why LIU has a higher shooting percentage in the second half. His teams create separation by having a “wave of players” coming at you, mentally ready and aggressive. Against CCSU, LIU shot a hot 64.3 percent in the second half. The team made 5 of 10 three-point attempts. LIU was trailing CCSU 36-34 at the half. But LIU made its shots and gradually pulled away to take a six-point lead with eight minutes left to play. Then Hicks went to work. He found his spot about 24 feet from the basket and fired a bomb. It went in. Then two more quick shots and LIU had a 74-59 lead it never gave up. “My teammates found me,” Hicks noted. “Coach told me to find my lane, spot up, and make sure my feet are squared.” #
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